

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [X] Magnet    [X] Choice

Name of Principal Mrs. Ana L. Castro

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name South Texas Preparatory Academy

(As it should appear in the official records)

School Mailing Address 724 S. Sugar Road

(If address is P.O. Box, also include street address.)

City Edinburg    State TX    Zip Code+4 (9 digits total) 78539-5221

County Hidalgo    State School Code Number\* 031916041

Telephone 956-381-5522    Fax 956-381-1177

Web site/URL https://stpa.stisd.net    E-mail ana.castro@stisd.net

Twitter Handle

@STPA\_Spartans    Facebook Page \_\_\_\_\_    Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_    Blog \_\_\_\_\_    Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. Marla Guerra    E-mail: Marla.Guerra@stisd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name South Texas ISD    Tel. 956-565-2454

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Joe Lopez

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 5 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	147	170	317
8	128	158	286
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	275	328	603

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 14 % Asian
  - 2 % Black or African American
  - 77 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 7 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	580
(5) Total transferred students in row (3) divided by total students in row (4)	0.033
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 2 %  
13 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 49 %  
 Total number students who qualify: 280

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 49 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 2 %  
12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |                                                |
|--------------------------------|------------------------------------------------|
| <u>2</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>3</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	39
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: South Texas Preparatory Academy endeavors to serve students through engaging and challenging curriculum that prepares them for future learning.

## **PART III – SUMMARY**

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In 2008, South Texas Independent School District birthed a new school—South Texas Preparatory Academy (STPA)—a middle school independent of the magnet system’s high schools. Existing as part of a six-grade secondary system for almost twenty years, first within Teacher Academy and later, within the Business, Education, and Technology Academy, STPA gained an opportunity to determine its own identity. Since its creation, STPA has focused on serving the educational needs of students in a low socio-economic, three-county area in the Rio Grande Valley’s southernmost Texas tip, affording seventh and eighth graders an opportunity to experience “an engaging and challenging curriculum,” as its mission statement declares.

When STPA became a separate entity, it established its own goals, structure, and community vision. In an effort to empower all staff and effectively serve students and their families, the leadership embraced the Professional Learning Community (PLC) model as the guiding principle for collaborative efforts in management and instruction. This collaborative endeavor involves administrators, teachers, staff, students, and parents in discussions, service committees, and surveys to produce overall school operations and recommend improvements. Student groups such as Student Ambassadors meet every nine weeks to share ideas and concerns with the principal. Student recommendations have contributed to campus policies and school-wide initiatives including a common homework policy and cafeteria improvements. Kick-off Mentors, another student group, functions both as student advisors and role models to support transition for incoming students into the STPA community. Weekly department and academic team meetings guide curriculum planning and spur changes impacting overall student performance, resulting in improved test scores and supporting the goal of an engaging curriculum.

Additionally, department and team leaders meet monthly with the principal to discuss operational and curricular planning. These collaborative efforts have led to highly effective teaching and successful student learning, evidenced not only by the high-ranking test results but also by the achievements of students in and beyond the classroom setting. Students have earned numerous honors in the various state competitions at the Texas Technology Student Association and Texas Math and Science Coaches Association, for example. Winning multiple sweepstakes recognition for University Interscholastic League academic competitions further reflects the strength and commitment of students and teachers’ educational efforts. Furthermore, the number of students enrolled in advanced coursework demonstrates a commitment to prepare students for high school and college rigor.

One of the most important initiatives managed collaboratively as a school is the enrollment process. As a tuition-free magnet school with an open-enrollment policy, STPA’s doors are opened wide to students in Cameron, Willacy, and Hidalgo counties in January when applications for enrollment are accepted through the district’s website. Enrollment dates are publicized through various media sources, and the district libraries are opened to assist parents with the application process. The first 350 seventh graders submitting applications are accepted, while eighth graders apply to fill available openings. Following this, parents are required to attend one of four spring Advisement Sessions, hosted by administration, counselors and teachers, to sign documents and receive basic information. Finally, students register for a three-day summer New Scholar Academy (NSA). At NSA, teachers and former and current students provide support and guidance, enabling students to become acquainted with the school, form social bonds, and have spirited fun. This collaborative process sets the tone and focus for students’ academic careers.

Not only do stakeholders meet to discuss and implement various plans and policies, but they also engage in camaraderie. At the culmination of every grading period, Spartan Academic Pep rallies are held to de-stress, reward student performance, and build academic team cooperation and unity. To support and affirm the teaching staff, departments and PSTO rotate hosting luncheons once a month for teachers and staff, building social bonds. This year, PSTO hosted a Spartan Olympics Health Fair, in which parents managed games for participating advisory classes. Teachers and students ran or walked a 5-K race alongside each other, supporting a healthy life style in a community where diabetes and heart disease is prevalent. By events’ end, stakeholders not only collected money to benefit cancer research but also strengthened bonds. This event, like the overall school culture, fostered a climate of acceptance and respect, encouraging solidarity.

The campus vision is to promote successful students “by focusing on learning, working together, and being accountable for results.” The STPA community is constantly adjusting teaching and planning to find better methods of serving students. This attitude has earned the school various accolades—certification as a Texas Schools to Watch, eleventh in the NICHE state junior high rankings, and Texas Business Education Coalition Honor Roll. But when one walks the STPA halls during morning announcements and hears the motto chanted, “We are honest, responsible, respectful. We are leaders; we are Spartans,” it is evident the school’s labors have borne good fruit.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

STPA’s core curriculum, while meeting Texas state standards, continues to evolve to meet the needs of the students who choose to attend South Texas Independent School District’s only middle school campus. Teachers write all curricula collaboratively. Once the district’s Curriculum Collaborative ensures all the Texas Essential Knowledge and Skills (TEKS) are included, documents are posted to the district website for all stakeholders to view. High expectations, grounded in the Texas Essential Knowledge and Skills (TEKS) and developed through higher-order thinking, problem-solving, and actively engaged learning, are the goal across both grade level and content areas. Core academic classes offered at STPA are designed as Pre-AP courses to challenge and prepare students for the rigor of STISD magnet high schools, and later, for college and career expectations.

To develop quality writing and reading ability, the ELAR curriculum scaffolds instruction through mentor texts to integrate reading, writing, viewing, and listening skills. Grammar elements, narrative and expository essay writing, academic and literary vocabulary, and close reading skills and strategies are connected through rich text sources for both Pre-AP and Gifted ELAR classes. Supplementary support for students with below grade-level skills is provided through an additional reading class. These students, identified through standardized and state exam results, receive between 560-640 minutes of weekly language instruction. Above-grade level seventh grade students, meeting an established criteria, may choose to earn credit for ELA 8 via Credit by Exam, enabling them to take English I for high school credit in eighth grade. English I enrollment has increased annually since the initiative’s onset. To date, 100% of the English I students have received Level II credit or higher on the End of Course exam, earning some of the best scores in the district.

The STPA math courses have developed in direct response to student and high school preparedness needs. STPA offers Math 8, Algebra 1, geometry and Algebra 2. Above-grade level students are tested and assigned math classes based on standardized credit by exam results. To adequately prepare all STPA students for the rigor of STISD’s STEM magnet high schools, an accelerated math course sequence was designed. Since fall of 2013, seventh-grade students enrolled in Math 8 in an alternating block schedule. TEKS-based, the Math 8 curriculum meets and exceeds the Texas educational expectations and is designed to surpass grade-level instruction. Supplemental support for students with below-grade-level skills is incorporated into “everyday” sections through small-group instruction. High expectations and academic support yielded a 90% passing rate on the 2014 STAAR Math 8 assessment, surpassing the state average. As a result, Math 8 students were enrolled in Algebra I with similar support components.

Responding to the rigorous expectations of the district’s magnet high schools, the STPA science program compacted seventh and eighth-grade TEKS to prepare seventh graders for the state’s Science 8 Credit by Exam. Embedded in the instruction are hands-on lab activities, interactive notebook strategies, and tutorials to support struggling students through a variety of learning methods. Common formative and summative assessments measure progress on instructional TEKS and identify areas for remediation. This initiative prepares students to complete high school Biology I in middle school, enabling them to take advanced AP, IB, or dual/concurrent enrollment science courses in high school, thereby positively impacting college readiness. Thus, 55% of seventh graders earned advanced credit and enrolled in Biology I and Integrated Physics and Chemistry (IPC) their eighth grade year, allowing them to earn two science high school credits. All other students took Science 8 and IPC. The goal to offer challenging science instruction to all enables both below and above-grade-level students to participate in accelerated courses in preparation for the academic challenges ahead.

STPA’s social studies department addresses state standards through a perspective that emphasizes acquiring foundational knowledge of history to analyze and understand those events and their connection to our state and nation today. Both Texas and US history classes not only examine and analyze social, economic, and political factors that influenced historical events, but also their impact on current events. Differentiated instruction is incorporated in the curriculum and includes online lectures, allowing for self-paced note-

taking and review. Both GT and Pre-AP sections have self-assessment components embedded in the curriculum which provide support for students below and above grade level to monitor acquisition of TEKS. The department also provides eighth-grade students an opportunity to travel to Washington, D.C. to visit national monuments and view meaningful documents first hand.

1b.)

Overall, students may obtain up to six high school credits before leaving STPA. They include math (Algebra I, Algebra II, and geometry), science (IPC, Biology I), technology (Gateway to Technology), foreign language (Spanish), and ELA (English I). Students with special needs are provided Support Services, appropriate modifications, a reading class, and perhaps a modified schedule for increased learning time. STPA students are prepared for AP, concurrent enrollment, and IB classes offered at STISD high schools. Upon graduation, STPA students have developed study habits and academic skills for life-long learning and career readiness.

## **2. Other Curriculum Areas:**

South Texas Preparatory Academy offers a variety of courses in fine arts, physical education/health/nutrition, foreign language, and technology. Students in STPA are offered one elective as seventh graders and two electives as eighth graders, in addition to the required physical education course. This curriculum is TEKS driven, written collaboratively to include all of the state standards, sometimes exceeding requirements.

STPA offers courses in art, Theater Arts, music, and choir, providing opportunities for students to exhibit and express their talents and skills. The Studio Art curriculum rigor is similar to an Art I high school level course, where no limitations are placed on their imagination. Students are engaged through a diverse curriculum which involves understanding of art history and learning to philosophically interpret art through student-engaged critiques. The students understand the skills within art criticism, perception, creative performance, historical and cultural heritage, and critical evaluation. This also provides the expansive, unifying structures for addressing the TEKS. Students analyze, interpret, read, create, and understand skills that can be transferred to other content areas. Currently, there are about seventy students taking art. In music and choir, students perform at different events such as the winter concert held at the end of the first semester. Students have been recognized in Solo and Regional Ensemble and UIL Regional Orchestra. Furthermore, Theater Arts performs a one-act play for the entire campus and for UIL competition, achieving All-Star cast accolades. In collaboration with the Parent-Student-Teacher Organization (PSTO), students express their talents in the Annual Variety Show. The participants' talents, ranging from singing, dancing to playing a musical instrument and displaying artwork, are highlighted. All parents and community are invited to support the students' creativity and success.

Health and nutrition awareness is important to the STPA community. Physical Education classes are structured to meet the state standards as presented in the TEKS. The scope and sequence was revised to incorporate a health class once a week. All seventh and eighth grade students participate in the PE program and fulfill state expectations. The curriculum is organized around both team and individual activities to promote knowledge of personal health issues and physically active life style. When the school was established, the main focus was education, and UIL sports were not included. However, in response to student and parent feedback, the Physical Education Department now offers competitive extracurricular activities such as a boys' basketball team and a girls' volleyball team. Moreover, PSTO, along with the collaboration of teachers and staff, organized the First Annual Spartan Olympics and half marathon to not only raise wellness awareness, but also over \$20,000 for student activities and cancer research.

Spanish is offered at STPA for high school credit. Because of the bilingual/bicultural nature of South Texas communities, many students come to STPA with some knowledge of Spanish, ranging from conversational to completely fluent in reading, writing, and speaking. Courses are presented in monolingual and bilingual curriculum to serve the different needs of students. State expectations for instruction are addressed through a variety of activities which explore the language and traditions within culturally diverse Spanish-speaking countries. For example, with the help of library resources, students in the course use Power Speak,

integrating technology to support foreign language development both at school and at home. About 125 students are currently participating in Spanish.

Technology is a priority for 21st Century learners. About 220 students take Technology Applications which allows them to learn a variety of software, including Microsoft Word, Excel, PowerPoint, Publisher, and Movie Maker, surpassing TEKS requirements. These common applications are used daily both in this course and in core subjects, supporting state standards for research and presentations. Technology Applications is a prerequisite for the Gateway to Technology course offered in eighth grade that includes rigorous course work similar to university engineering. Over 235 students are currently participating in Gateway to Technology (GTT). In addition, the Technology Student Association (TSA) is offered for those students highly motivated and interested in further expanding their engineering skills. In TSA, students compete at the regional, state, and national level in robotics, presentations, research, and structure building. In the past three years, students have achieved high standards and recognition for their level of work, advancing to the state and national level of competition.

### **3. Instructional Methods and Interventions:**

STPA is not only concerned about advanced curriculum, but is sensitive to the needs of all of its students. Thus, teachers meet weekly with curricular departments and grade-level teams to assess student needs and performance. Curriculum, instruction, and scheduling are continuously adjusted to meet students' needs.

During the first semester, students needing additional support participated in Acceleration classes during Support/Enrichment Time (SET). Students not assigned to Acceleration participated in enrichment activities. Second semester, the SET class was rescheduled to allow teachers an additional hour of instructional time. In some cases, teachers within a subject area regrouped their SET students. Teachers worked with students still struggling with basic skills, while others covered additional concepts with those showing mastery of the skill. Each group then received instruction based on its particular needs.

Adjustments to the schedule and curriculum continue to be made to offer alternative ways for meeting stakeholders' high expectations. For example, interventions during the school day are provided. Using formative and summative assessments and the previous year's state assessment data, teachers continue to convene collaboratively in order to determine who would most benefit from small-group interventions. After-school and some Saturday tutorials, as well as additional reading classes for students who did not meet previous year's state standards, offer additional support.

The STPA faculty continues to challenge students with rigorous academic standards through a variety of instructional and curricular strategies. As a Professional Learning Community (PLC), teachers collaborate in departmental teams and by grade level to create and implement student-centered activities. Flipped classrooms, cooperative learning, project-based learning, hands-on tasks, and varied technological applications are encouraged to be incorporated into campus-wide instructional delivery. Moreover, teachers utilize pre-advanced placement materials to maximize understanding in content areas, exceeding state expectations.

STPA instructors consistently update and modify curriculum, aligning with state standards and prioritizing the teaching of identified learning objectives in target areas. Because of PLC training, teachers are able to compact curriculum, targeting priority concepts and skills for struggling learners, without neglecting high expectations. Those targeted skills become the focus of the interventions.

Departments update ELOs, scope and sequence, and other curricular documents collaboratively, uploading these files to the district website, thereby keeping all stake-holders informed. Teachers share ownership of the documents because they tailor them continually to suit the needs of their unique student groups, making the documents more meaningful and user-friendly.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

When the state test transitioned from TAKS to STAAR in 2011-2012 and expectations were not well defined, STPA experienced a minor dip in scores. Math 8 scores declined 3.5%, while Math 7 declined by 5%, but both subjects have seen gains and consistent scores since then.

Algebra 1 scores were 100% in the previous 4 years when only a select group tested; however, a 4% dip in 2014 was noted because 100% of eighth grade students took the Algebra 1 EOC.

Again in 2012-2013, Reading 8 scores briefly dipped 2% but increased in subsequent years. There was also a 3% Reading 8 drop in 2014, attributed to twice as many students now taking the English 1 EOC, rather than Reading 8, which 100% students passed. Reading 7 scores have been consistent.

The only notable decrease in reading was during the state test transition from 2011-2012. STPA is now consistent and is where it had been in previous years.

STPA has looked at closing the achievement gaps between all students and subgroups by continuing to make adjustments to the schedule and curriculum to offer alternative ways for meeting stakeholders' high expectations. Interventions, which consist of STAAR Acceleration, Homework Round-up, tutorials and Study Hall are held during the school-day. Using formative and summative assessments and the previous year's state assessment data, teachers convene to group students and to determine who would most benefit from small-group interventions. Furthermore, after-school and Saturday tutoring, and a reading class for those who did not meet previous year's state standards provide students with additional support to meet the demands of STPA's advanced curriculum.

Regarding test score gaps for subgroups, the special education population was identified as having a significant gap. For these students, in addition to differentiated instruction in the regular classroom, double-block math and reading classes are provided. Content Mastery is also available to provide additional assistance for special populations.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Monitoring and assessing student progress is a guiding force that drives instruction. Departmentally, teachers collaborate in creating and scheduling common formative and summative assessments. Grade-level and departmental members share in the disaggregation of data used in making decisions about future learning. Adjustments are made to lessons and instructional techniques to ensure student success. For example, after giving a formative assessment, science teachers noticed students were struggling with balancing chemical equations. At a weekly department meeting, a teacher shared a successful lesson she had used with her class. After the department implemented the same lesson, scores improved.

Students also actively participate in their learning by engaging in self-assessment. They frequently chart their progress based on results of formative and summative assessments. As active stakeholders, students are able to reflect on their strengths and address weaknesses. Furthermore, academic teams monitor student progress every three weeks to determine which students need additional support.

Teachers update their web-based Infinite Campus grade book weekly, informing parents of students' academic achievement through this live online source. There are other conduits used to disseminate data, including progress reports, report cards, emails, newsletters, text messages, morning announcements, parent conferences, and home visits. Struggling students' parents are notified, and a plan of action to assist students is created.

STPA also strives to recognize student achievement. UIL results and awards received by the school and individual students are posted on the school's website and also published in the Spartan Messenger, a

monthly newsletter. Students are recognized for such honors as Most Honest, Most Respectful, and Hardest Worker at academic pep rallies held every nine weeks. Parents and the community are invited to the year-end awards assembly during which students are recognized for their achievements.

## **Part VI School Support**

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### **1. School Climate/Culture**

Because STPA serves three counties, it is imperative that we provide a personalized environment that supports each student's intellectual, ethical, social, and physical development. STPA offers pre-entry New Scholar Academies that familiarize incoming students with new curriculum in a comfortable, pressure-free setting. Also, a thirty-minute Spartan Academic Training (SAT) advisory period is offered daily in which teachers mentor a group of seventh or eighth grade students for two years. During this time, teachers instruct in study skills, character development, and career planning, while advising students on class performance.

At day's end, struggling learners attend intervention classes or study hall, while students who meet expectations enroll in enrichment activities. After students take interest surveys at the year's onset, they enroll in non-credit personal interest courses such as culinary arts, soccer, guitar, sculpture, school yard games, dance, and robotics.

Student participation in fall and spring surveys enables them to voice opinions about such pertinent topics as safety, school and classroom environment, academics, and social dynamics. Their voices, catalysts for meaningful changes, are heard and respected. Consequently, administrators meet with staff to address student concerns about homework management and affective matters.

To acknowledge student performance and contributions, STPA rewards them meaningfully. UIL academic competitors are recognized in the monthly newsletter and morning announcements. Ensuring all receive an opportunity to enter the spotlight, academic teams select two most improved students to attend a special luncheon with the principal and a teacher from each team. Additionally, all Spartans participate in academic pep rallies to represent respective teams, chanting in unison, displaying group dances, or competing in games. At year's end, the eighth-grade promotion ceremony and formal dance recognize a milestone completion.

STPA's student success mirrors the dedication of validated and supported teachers. The administration provides teachers freedom to explore new ideas through an open-door policy and weekly collaborative team and department meetings. Administrators attend meetings and/or teachers post minutes on a Blackboard Collaborative after which feedback is given, maintaining open communication. Teachers have initiated such necessary innovations as Math 8 for seventh graders, Biology I for eighth graders, and reading lab changes for special populations, with principal and superintendent support, creating a trusting atmosphere. Teachers also feel empowered to seek professional development both locally and nationally and share with colleagues. To demonstrate teachers' integral value, administration encourages teachers to post biographies to share with STPA community. Finally, PSTO and administration provide faculty and staff with food and game-filled luncheons, Spartan shirts, and goodie bags for a personal touch and celebration.

### **2. Engaging Families and Community**

Students are most successful when they have support not only from their school, but also from parents and community. STPA strives to accomplish this by implementing the following initiatives.

Prior to the first instruction day, STPA hosts "Meet the Teacher Night." This allows students and parents a chance to meet teachers, review class expectations, and visit classrooms. At this time, training is provided on the use of the Parent Portal, a comprehensive interface to teacher's grade books. Additionally, parents are invited to become involved in our PSTO.

Before school commences, students and parents sign a "Student/Parent/School Compact of Shared Responsibilities" that delineates the school's, parents' and students' responsibility in the educational

process. This helps to set the tone for the school year. The STPA webpage, marquee, and monthly parent newsletter keep parents abreast of various topics of interest, from honor roll and other awards to school-wide events, such as academic pep rallies, parent trainings, UIL competition results, and other ongoing community service projects. The connection between the parent and student activities is that it provides a basis of what is expected of students and serves as a guide of how parents can help their child to be actively involved.

Additionally, parents are invited to participate in everything from formal ceremonies like the National Junior Honor Society induction to our wild and loud Spartan Academic Pep Rallies. STPA invites parents as guest speakers to motivate and educate students on personal goal setting and career planning. Used as a speaker pool throughout the year, a list of willing parents is collected during Parent Orientation in the summer. Moreover, our school encourages parents to attend PSTO meetings and welcoming activities, promoting active participation in their children's education. PSTO organizes a talent show fund-raiser which showcases student talent and foods from various cultures. Raising wellness and health awareness, STPA and PSTO sponsor Spartan Olympics Day— motivating all students to take control of their well-being by making healthy choices. Students raised over \$20,000 in donations for our campus and cancer research.

STPA has partnered with higher education to provide our students with relevant enrichment activities. With The University of Texas Pan American and Texas A&M University, STPA holds three tuition-free, one-week residential summer camps. Participants are housed at the dorms and experience university life as a middle-school student, providing STPA Spartans with great summer enrichment.

### **3. Professional Development**

Professional development at STPA is embedded and ongoing weekly throughout the year. The administration provides support and guidance in choosing the professional development that fits the needs of individual teachers. The ultimate goal is to increase student achievement by providing all teachers with the opportunity to grow professionally.

At the beginning of the year, all new teachers participate in a two-day New Teacher Induction. One day is spent at the district level and the second day at the campus level with administration and a teacher mentor. New teachers become familiar with the organization of the curriculum and available technology.

All teachers participate in professional development at the beginning of the year by partaking in the district's mini-sessions presented by district faculty, including STPA teachers. The district provides professional development in areas such as creating and using formative assessments, using student self-assessments, and engaging and supporting student learning through Solution Tree Programs and materials.

Using the "Snapshots" classroom visits, the administrative team develops a monthly instructional trends report. The report is shared with department leaders and generates discussions for improving student engagement and questioning strategies and increasing technology use. Teachers are asked to visit each other's classrooms to learn from one another to provide opportunities for professional growth.

Following the PLC model, teachers collaborate in departmental teams and by grade levels to create and implement student-centered activities. PLC philosophy and practice has driven the district's goals and structures for several years, and STPA has been one of the first district schools to actively embrace such thought and practice, in part because of the principal's vision to support teachers. One hundred percent of our teachers have been exposed to PLC training, concepts, and instructional application. Consequently, STPA has seen a paradigm shift from knowledge to greater synthesis and application.

At STPA, making decisions and sharing data by grade level strengthens instruction and students' performance. To improve PLC practices, a Solution Tree PLC coach visited and evaluated our departments, reviewing and reflecting upon the school's implementation of the model. Teachers and staff welcomed suggestions and observations and worked to address areas needing improvement. Additionally, a team of administrators and teachers visited Raines High School in Katy, Texas, to review a successful

Project-Based Learning (PBL) model. The information gathered was instrumental in the planning of the eighth-grade 2014 science curriculum. Another important component of STPA's professional development is the training provided by the Laying the Foundation (LTF) organization. This training provided teacher with strategies to increase the rigor in the Pre-AP classes to ensure students' potential success in Advanced Placement (AP) courses and the AP examinations.

Weekly technology training in Blackboard, Nearpod, Edmodo, and Symbaloo, to name a few, is provided by the Campus Instructional Technology Specialist. The administration also encourages teachers to attend staff development of their own choosing that will benefit their students. STPA teachers participate in professional development at the national, state, and local levels.

#### **4. School Leadership**

STPA Leadership at all levels is both transformational and facilitative. Using the PLC model, our leadership aims to empower all staff, stoking an ongoing collaborative effort, leading to school improvement. The administrative team, along with the assistance of various advisory/collaborative teams, guide school operation and improvement.

The campus administrative team, consisting of the principal, assistant principal, social worker, and two counselors, oversees STPA's operation and ongoing development. The principal facilitates the daily operations of the school and serves as an instructional leader that keeps all stakeholders focused on learning and working together to improve teaching. The other members of the team bring diverse characteristics to the leadership team by assisting teachers and supporting new initiatives that help drive instruction. The team works in collaboration with an office staff, reviewing and revising policies and procedures concerning PEIMS, budget, and resource allocations.

Campus leadership is divided among advisory/collaborative teams that include Department Leaders, Academic Team Leaders, and an SBDM Committee. These groups focus on implementing key initiatives of the Campus Improvement Plan and ensure that all efforts are done to meet the campus yearly SMART Goals.

Department Leaders, with the assistance of each group's members, play a vital role in assessing curriculum alignment with state standards across grade levels and content areas and developing common grade-level assessments. Department Leaders in ELA, math, science, social studies, PE, and technology convene once a week during assigned conference time with the department members to collect, analyze, and use student data to revise curriculum and instruction, develop intervention strategies, and discuss common concerns to increase student success.

Academic Team Leaders are key members who ensure effective use of team time through structured weekly agendas which provide an opportunity to monitor students, implement appropriate interventions, and meet holistic needs of all students.

Department Leaders and Academic Team Leaders hold monthly meetings with the administrative team to discuss and address academic and student concerns. Important issues brought up by these groups are discussed and voted on at the monthly SBDM meetings.

Parents, community members, and business representatives are encouraged to provide leadership through the SBDM committee and PSTO. Also, student leaders develop community service projects and function as both student advisors, role models for new students, and conference with school leadership on school issues.

All our efforts focus on student success--the ultimate objective of everyone at STPA--earning us recognition as a 2012 Texas School to Watch and recertification by the Texas Middle School Association in 2015. Here we build leaders. We are one, we are Spartans!

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>State of Texas Assessment of Academic Readiness (STAAR) &amp; Texas Assessment of Knowledge and Skills (TAKS)</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	0	91	87	92	96
Advanced Academic Performance	0	20	21	41	49
Number of students tested		242	259	248	232
Percent of total students tested	0	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	86
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	0	87	83	91	94
Advanced Academic Performance	0	18	13	35	37
Number of students tested	0	119	129	125	108
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	0	89	85	88	94
Advanced Academic	0	14	16	38	43

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance					
Number of students tested		176	198	182	173
<b>5. African- American Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above	0	100	97	100	100
Advanced Academic Performance	0	40	36	59	76
Number of students tested	0	43	39	27	38
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	0	88	79	100	100
Advanced Academic Performance	0	29	29	39	50
Number of students tested	0	17	14	31	16
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

**NOTES:** Below are detailed notes of the transition from the Texas Assessment of Knowledge and Skills (TAKS) student assessment program to the State of Texas Assessment of Academic Readiness (STAAR) student assessment program:

- In 2011-2012 the state of Texas transitioned the state-wide assessment program from the TAKS to the more rigorous assessment STAAR.
- In 2011-2012, no ratings were assigned to schools state-wide because the assessment program was being piloted.
- By 2012-2013, the baseline scores were established for Phase 1 STAAR assessment and ratings were assigned to schools and students.
- The school years 2011-2012, 2012-2013 and 2013-2014 represent Phase 1 STAAR scores.
- In 2012-2013, campuses were designated as Met Standards, Improvement Required, and Not Rated. Campuses that received a rating of Met Standards were eligible for three distinction designations: Academic Achievement in Reading/English Language Arts (ELA), Academic Achievement in Mathematics, and Academic Achievement in Top 25% Student Progress.
- In 2013-2014, campuses that received a rating of Met Standards were eligible for seven distinction designations: Academic Achievement in Reading/English Language Arts (ELA), Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.
- In 2013-2014, state accountability ratings were based on four performance indexes: Student Achievement, Student Progress, Closing performance Gaps, and Postsecondary Readiness.
- Three categories define the STAAR assessment performance levels: Level III Advanced, Level II Satisfactory, and Level I Unsatisfactory.
- In 2009-2010 and 2010-2011, the students were administered the TAKS Assessment. The TAKS assessment performance levels were defined by two categories: Passing and Commended.

These additional notes include clarification for specific areas of the data charts relating to STPA:

- The school year 2013-2014, no scores were reported for Math 7 at STPA because all 7th grade students tested above grade level with Math 8 or Algebra I.
- From 2009-2014 TAKS/STAAR scores for the following subgroups in 7th and 8th grade Mathematics and Reading had fewer than 10% of the total enrollment and the “Non-qualifying Subgroup” box was checked: Students receiving Special Education, English Language Learner Students, African American Students, American Indian or Alaska Native students, Native Hawaiian or other Pacific Islander, and Two or more Races identified students. These subgroups are “Not Applicable” for inclusion as a subgroup.
- In 2012-2013, STPA earned all three distinctions: Academic Achievement in Reading/English Language Arts (ELA), Academic Achievement in Mathematics, and Academic Achievement in Top 25% Student Progress.
- In 2013-2014, STPA earned all seven distinctions: Academic Achievement in Reading/English Language Arts (ELA), Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>STAAR/TAKS</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	90	91	95	98	99
Advanced Academic Performance	13	3	21	49	43
Number of students tested	261	202	257	267	221
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	45
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	91	94	93	97	98
Advanced Academic Performance	6	3	18	37	35
Number of students tested	135	101	121	152	120
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	92	96	93	98	98
Advanced Academic Performance	6	2	16	41	39
Number of students tested	198	171	190	205	167
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above	98	100	100	100	100
Advanced Academic Performance	44	0	33	84	70
Number of students tested	45	20	33	37	23
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	100	89	100	100	100
Advanced Academic Performance	7	22	36	67	40
Number of students tested	14	9	28	18	25
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

**NOTES:** The scores reported on this table from 2009 to 2013, are for 8th grade students at STPA.

There is an additional table for Math 8. Those scores are for students that took the Algebra I End of Course (EOC).

The scores posted on the table for the 2013-2014 school year are for 7th grade students at STPA. They tested above grade level.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Algebra I End of Course (EOC)</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	96	100	100		
Advanced Academic Performance	32	72	0		
Number of students tested	296	109	85		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	95	100	100		
Advanced Academic Performance	22	68	0		
Number of students tested	146	41	28		
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	94	100	100		
Advanced Academic Performance	24	73	0		
Number of students tested	210	62	49		
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above	100	100	100		
Advanced Academic Performance	59	63	0		
Number of students tested	59	32	20		
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	94	100	100		
Advanced Academic Performance	39	88	0		
Number of students tested	18	8	13		
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

**NOTES:** In the 2013-2014 school year, all 8th grade and some 7th grade students took the Algebra I EOC.

From 2011 to 2013, only a selected group of students tested with Algebra I EOC.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>STAAR/TAKS</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	95	95	93	95	96
Advanced Academic Performance	40	39	33	60	60
Number of students tested	266	283	258	248	232
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	93	93	91	94	95
Advanced Academic Performance	34	34	23	54	49
Number of students tested	137	132	128	125	108
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	95	93	94	94	96
Advanced Academic Performance	35	33	29	54	55
Number of students tested	209	192	197	182	173
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above	100	100	97	100	97
Advanced Academic Performance	67	51	51	70	74
Number of students tested	36	63	39	27	38
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	100	95	79	97	94
Advanced Academic Performance	40	47	29	77	75
Number of students tested	15	19	14	31	16
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>STAAR/TAKS</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	94	97	95	98	98
Advanced Academic Performance	38	44	47	73	64
Number of students tested	231	262	257	267	221
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	97	98	93	96	97
Advanced Academic Performance	35	34	40	68	55
Number of students tested	124	126	121	152	120
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	38	40	0	44	67
Advanced Academic Performance	0	20	0	0	0
Number of students tested	8	5	3	9	6
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	100	100	100	17	60
Advanced Academic Performance	0	0	0	0	0
Number of students tested	7	2	10	5	5
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	96	99	95	97	98
Advanced Academic Performance	36	40	40	70	62
Number of students tested	170	215	190	205	167
<b>5. African- American Students</b>					
Satisfactory Academic	100	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	0	100	60	100	83
Number of students tested	3	2	5	2	6
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above	100	100	94	100	100
Advanced Academic Performance	49	59	64	89	61
Number of students tested	45	29	33	37	23
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	100	0
Number of students tested	0	0	0	3	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Satisfactory Academic Performance and above	100	92	100	100	100
Advanced Academic Performance	33	46	68	72	76
Number of students tested	12	13	28	18	25
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	0
Advanced Academic Performance	0	100	100	100	0
Number of students tested	1	3	1	2	0
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

**NOTES:** Students who took the English I EOC in the 8th grade are reported on a separate table.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>English I End of Course (EOC)</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	100	100			
Advanced Academic Performance	24	56			
Number of students tested	58	25			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	100			
Advanced Academic Performance	21	43			
Number of students tested	19	7			
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100			
Advanced Academic Performance	18	44			
Number of students tested	28	9			
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above	100	100			
Advanced Academic Performance	35	67			
Number of students tested	23	12			
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

**NOTES:** From 2012-2014, these students took English I for high school credit in 8th grade and were administered the English I EOC.